



# Implementing With Fidelity Guide

Mindfully implementing with fidelity enables you to evaluate each component of your activity, and adapt and adjust instruction based on student response. Implementing with fidelity also helps to build credibility with your school-day staff. This is where you begin to demonstrate that the out-of-school time program is a key partner in continuing education for students. Below are the areas you should measure for fidelity of implementation, along with a few key tools that will help.

## What Do We Measure?

### Adherence

<i>Definition:</i>	<i>Example:</i>
Focuses on how well we stick to the plan. Ask yourself: Are we implementing as we intended overall?	If we are using a service learning approach, do students use academic knowledge and skills as they carry out the service project?

### Dosage

<i>Definition:</i>	<i>Example:</i>
How often a student attends an activity designed to have an impact. This looks at the frequency or the number of times they attend and how long they participate in each session.	If you've designed your activity to meet twice weekly for 60 minutes each session, you'll measure whether that is the actual dosage students get.

### Engagement

<i>Definition:</i>	<i>Example:</i>
Students actively participating, asking questions, using critical thinking skills, getting positive feedback from teachers and solving problems in group discussions are a few ways to describe "engagement."	Students work cooperatively, address the problem and brainstorm solutions. The students are not preoccupied with something else or seem bored.

### Delivery

<i>Definition:</i>	<i>Example:</i>
Refers to how the facilitator guides the learning. Is the facilitator effectively using guiding questions to help students move to higher levels of thinking, embedding opportunities to apply new skills, or differentiating the learning?	The facilitator poses guiding questions to help students advance their learning, uses different teaching techniques such as scaffolding, and delivers content through blended learning opportunities.





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## What Do We Measure With?

### Observation Checklists

<i>Why use them?</i>	<i>What do they measure?</i>	<i>When should we use them?</i>
The most reliable way to tell if an activity is being implemented with fidelity is by <b>observing</b> .	Observations will measure the critical implementation areas ( <i>adherence, dosage, engagement and delivery</i> ).	Use observation checklists when you make regular visits to the activity, do spot checks, conduct peer observations and provide follow-up coaching.

Conducting observations takes time, but it is the **most reliable means** of determining if the activity is being implemented with fidelity.

### Rubrics

<i>Why use them?</i>	<i>What do they measure?</i>	<i>When should we use them?</i>
Rubrics are great tools for checking on the skills you want students to develop as they define and measure performance in any type of program activity.	If a teacher uses a scale of 1 to 4 to measure the student's performance toward completion of an activity, the rubric would detail what is needed to earn that 1, 2, 3 or a 4.	Use rubrics for any of your activities! They are versatile and can be used for almost any aspect of an activity. <b>Hint:</b> Give the rubrics to students before the activity so they know what they need to do to receive a high score.

Rubrics define expectations and **help ensure consistency** in the evaluation process.

### Portfolios

<i>Why use them?</i>	<i>What do they measure?</i>	<i>When should we use them?</i>
Student portfolios are often used to help students demonstrate their thinking and development processes.	Portfolios can help you document student progress toward activity objectives. You can capture answers to questions such as these: <ul style="list-style-type: none"> <li>• Does the student demonstrate an understanding of the content?</li> <li>• Does he or she collaborate?</li> <li>• Does he or she they make progress toward the goal?</li> </ul>	Portfolios are effective when the students have multiple projects or deliverables within one activity. For example, if the activity requires a student to write a story, develop a presentation and design a newsletter ad, a portfolio would be easy for the student to keep organized and for the facilitator to see progress made.

